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ABSTRACT

This packet of six lesson plans highlights Mexican-American life on a Texas cotton farm in the early 20th century. Each lesson provides a lesson overview; states educational objectives; cites materials needed; details the procedure for classroom implementation; offers a closure activity; and suggests an extension activity. The packet is divided into eight sections: (1) "Suggested Assessments"; (2) "Suggested Daily Agendas for 50-minute Classes"; (3) "LP1 Living on a Cotton Farm: Mexican-American Life in Texas"; (4) "LP2 Mapping Immigration from Mexico to Texas (Student Handout)"; (5) "LP3 Graphing Hispanic Population Growth" (Student Handout); (6) "LP4 Sharecropping: Life on a Cotton Farm" (Student Handout); (7) "LP5 Living in a Farm House" (Student Handout); and (8) "LP6 Playing Marbles" (Student Handout). Appendix A contains 10 photographs and drawings of daily activities at the tenant farm and of archaeological activity at the site. Appendix B contains Spanish translations of the six lessons. (BT)

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Living on a Cotton Farm: Mexican American Life in Texas

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Lesson Plans for the T.C. Osborn Tenant Farm Site 41BP314

Spanish translation by
Haydeé Rodríguez, Ph.D.

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Prepared for the
Center for Archaeological Research
The University of Texas at San Antonio

Sponsored by
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October 2001
Austin

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Living on a Cotton Farm: Mexican American Life in Texas

__Lesson 1__

Mary S. Black

Lesson Overview: This is an introduction to cotton farming in the early 20th century. Many families of Mexican origin, as well as African Americans and Whites, worked on cotton farms throughout Texas.

Objectives:

- to understand how events and issues shaped the 20th century
- to define the impact of "boom and bust" on cotton farming
- to compare places and regions of Texas in terms of physical and human characteristics
- to identify ways people modify their environment
- to analyze why immigrant groups came to Texas and where they settled
- to understand factors leading to change from an agrarian to an urban society
- to transfer information from one medium to another

Materials: Overhead transparencies no.'s 1-6, colored markers, paper

Activity:

Step 1: Teacher shows the overhead transparencies and gives background information

Step 2: Students copy pictures from transparencies in their notebooks and label each one, describing what is in the picture. Drawings can be very simple and take no longer than 5 minutes for each one.

Transparency Background for Teacher to read aloud:

Picture # 1: Cotton farming was, and still remains, a major source of income in Texas. Large cotton plantations were started in Texas during the 1820s, as well as many small farms. Until the American Civil War in 1860-65, slaves did much of the work on these farms. After the Civil War, many free Blacks continued to work the farms. By 1910, however, many Blacks had begun to move to cities in the North, creating a shortage of farm labor in many areas of Texas.

The Mexican Revolution of 1910-1920 caused many people from Mexico to flee their country as war refugees to the United States. They especially came to Texas since it was one of the closest U. S. states to Mexico. Since many cotton farms needed workers at that time, many Mexican people started working on Texas cotton farms.

This picture shows a Mexican American man chopping weeds out of a cotton field about 1950.

Picture # 2: Farms were worked mostly by hand until the later half of the 20th century. This picture shows a mule-drawn plow, which was used before the invention of the tractor. The plow broke up the soil so the farmer could plant the seeds. Mules pulled the plow, but the farmer had to walk along behind and use the reins to control the animals. Cotton plants take about 8 months to grow to maturity. Lots of hard physical labor was needed to make a living on a farm. Animals are still used in other parts of the world to pull plows for farmers. Even though farmers in Texas use machinery today, farming is still hard work.

Picture # 3: This picture shows men, women and children picking cotton in the fall when the cotton is ready for harvest. Each cotton boll had to be picked from the plant by hand and put into the long sacks. People were proud of how much cotton they could pick in one day. For most children, it was a happy day when they could pick 100 pounds of cotton.

Everyone in the family worked to pick the cotton, and everyone got paid, including the children. The children contributed their money to the family to help buy food, clothing and other necessary things. The whole family worked together to earn a living.

Usually during the harvest, children who had to work in the cotton fields did not go to school. This put them behind in school and hurt their education in the long run. But they had pride knowing they helped work for the family.

Picture # 4: This picture shows bales of cotton loaded on wagons pulled by horses or mules. Each bale of cotton weighs approximately 500 pounds. The raw cotton from the field is taken to a special processing plant called a gin. The gin removes the seeds from the cotton fiber. Then

Suggested Assessments

1. Map
2. Graph
3. Questions from Playing marbles

Suggested Daily Agendas for 50-minute Classes

Day 1	Lesson # 1 Living on a cotton farm	
	Overview, transparencies	25 minutes
	Read chapter in textbook about 20th century Texas	25 minutes
Day 2	Lesson # 2 Mapping immigration	
	Creating map	40 minutes
	Family origin world map	10 minutes
Day 3	Lesson # 3 Graphing population	
	Creating a graph	30 minutes
	Discuss questions about graph	5 minutes
	Begin reading Lesson # 4 - Sharecropping	15 minutes
Day 4	Lesson # 5 Living in a farm house	
	Group work	10 minutes
	Vote on group work	5 minutes
	Answer questions and discuss	20 minutes
	Finish Lesson # 4 Sharecropping	15 minutes
Day 5	Lesson # 6 Playing marbles	
	Reading and sequencing	30 minutes
	Playing marbles	15 minutes
	Discuss last 4 questions on handout	5 minutes

the fiber is bundled into a bale. The bales are then sold to a cotton buyer who then sells it to a textile mill to make into cloth. It's a long way from a cotton field to a pair of blue jeans!

Notice the utility poles in this picture. Some houses and businesses in the town must have had telephones and electricity by the time this picture was taken. Considering the utility poles and the wagons, this picture must have been taken sometime between 1910 and 1930, a time when technology was changing rapidly in the United States.

Picture # 5 Archeologists excavated a farmhouse on a cotton farm near Bastrop, Texas to learn more about farm life. Here is a sample of some of the artifacts they found. An artifact is simply any object made or modified by human beings. The three round things at the top of the picture are marbles used by the children who used to live in the farmhouse to play games. You will learn more about marbles later in this unit. Also notice the dolls' legs in the middle row. The bottom row shows a series of glass beads that were found. These were probably used for jewelry or decoration on clothing.

Picture # 6 This is a picture of the archeologists excavating the farmhouse. They carefully remove the dirt in small layers from certain areas. Then the dirt is poured through a screen, which is very much like a window screen, to sift out the soil from objects that may be buried in the dirt. That's how the marbles and other small artifacts were discovered. The screen is the rectangular box on legs on the left side of the picture. Archeology can be hard work too!

Closure: Students draw a picture of themselves doing one of their daily chores. Briefly discuss these chores with the students. What kind of chores do they do? Do they get paid? Do they give their money back to the family for food and clothes? How is their life different than that for children who worked on cotton farms in the early part of the 20th century?

Extension: Students see the website of the Texas Department of Agriculture at http://www.agr.state.tx.us (click Education) to learn more about cotton farming in Texas.

See these websites for more information on Texas archeology: Legacy "Hands on the Past" at the Center for Archeological Research, the University of Texas at San Antonio at http://car.utsa.edu and the Texas Department of Transportation at http://www.dot.state.tx.us/kidsonly/takecarepg/factsarcheo.html

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Mapping Immigration from Mexico to Texas

__Lesson 2__

Mary S. Black

Lesson Overview: Students will create a map showing immigration from Mexico to Texas. Hundreds of thousands of people immigrated to Texas from Mexico during the Mexican Revolution of 1910-1920, and continue to do so today for various reasons.

Objectives:

- to use geographic tools to make a thematic map
- to understand migration of population
- to understand the concept of diversity
- to analyze the effects of changing population distribution
- to analyze why immigrant groups came and where they settled
- to explain geographic factors which have affected social development

Materials: Overhead transparency no. 7; Student handout "Mapping immigration from Mexico to Texas," map pencils or colored markers, a laminated world wall map, colored yarn

Activity:

Step 1: The night before the activity, students talk to their family about their family's country of origin.

Step 2: Students work individually to complete the map in class.

Step 3: Briefly discuss the map activity.

Step 4: Using tape and colored yarn, students mark their family's country of origin on a world map. Attach one end of the yarn to the country of origin and one end to your present location.

Transparency Background for Teacher to read aloud:
Picture # 7: This is a map of Texas and northern Mexico which shows the Rio Grande and some of the major towns and cities we'll be discussing.

Closure: How many countries of origin are shown on the world map? What does that tell us about the population of the U.S.?

Extension: Students explore the following web sites to learn more about the Mexican Revolution:

The Border. hosted by the Public Broadcasting System (PBS)
http://www.pbs.org/kpbs/theborder (in Spanish or English)

Mexico for Kids. hosted by the Mexican Government
http://www.elbalero.gob.mx/index_kids.html (in Spanish or English)

Books for Children. hosted by the Mexican Government
http://www.sep.gob.mx/libros/libros.htm (in Spanish)
especially see 4th grade History, Lección 17 and 18

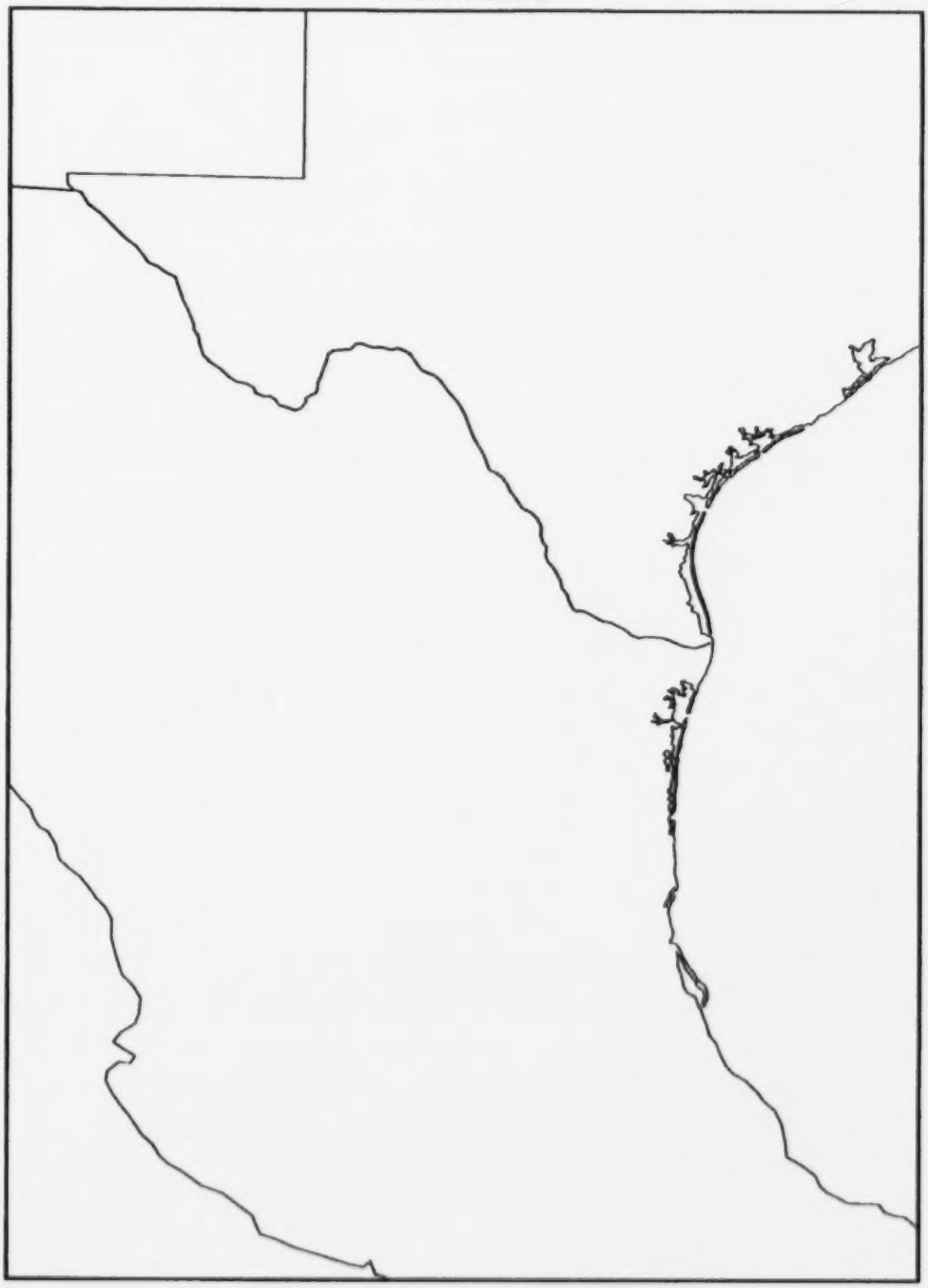
Mapping Immigration from Mexico to Texas

Student Handout

1. Work individually to complete this map using map pencils or colored markers.
2. Outline Texas and Mexico in black.
3. Color the Rio Grande blue.
4. Make a red star at Mexico City and Austin to indicate the capitals.
5. Use black dots to indicate Monterrey, Tampico, Guadalajara, Durango, Chihuahua, Nuevo Laredo, San Antonio and Bastrop.
4. Draw a brown line with small hatch marks on it to represent the railroad from Mexico City to Nuevo Laredo, and then to San Antonio.
5. Use brown or purple to draw a line of mountains from Mexico City to Monterrey.
6. Also draw mountains from Mexico City through Guadalajara and west of Chihuahua.
7. Use green to draw several small prickly pear cactus plants in northwestern Mexico west of Chihuahua.
8. Draw a small palm tree near Tampico using green and brown.
9. Draw a small cotton boll just east of Bastrop.
10. Draw a large blue arrow from Mexico City north to Nuevo Laredo, then to San Antonio and Bastrop. This arrow represents one common route of immigration from Mexico to Texas during the Mexican Revolution of 1910-1920.
11. Draw a large red arrow from Guadalajara north through Durango and Chihuahua and into the United States west of Texas. This arrow also represents an immigration route to the U.S. that was greatly used.
12. Draw another red arrow from Guadalajara northeast to Nuevo Laredo and on to San Antonio and Bastrop. This is a third commonly used route of immigration.
13. Make a legend or key for the map.
14. Print the title "Immigration from Mexico to Texas" at the top in black.

[Attach map of Texas adjoining Mexico to student handout.]

Student Handout



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Graphing Hispanic Population Growth

__Lesson 3__

Mary S. Black

Lesson Overview: Students use U.S. Census Bureau data to make a bar graph comparing the growth of immigration from Latin America to the total U.S. foreign-born population.

Background: At least three families of Mexican heritage lived at the Osborn farm near Bastrop, Texas at various times from about 1911 to 1954. Some members of these families immigrated to Texas from Mexico, and others were born in Texas. Immigration to Texas from Mexico increased dramatically during the Mexican Revolution from 1910-1920 due to war and famine. Another large wave of immigration from Latin America occurred in the 1980s due to civil wars in Central America and other causes. Exact counts of immigrants from Latin America to the U.S. are difficult because many people entered the country informally, especially in time of war. Therefore it is likely that they are seriously undercounted in the U.S. Census.

Objectives:

- to make a bar graph
- to interpret numerical data
- to organize and interpret information
- to understand population migration
- to describe the Texas population by growth rate
- to transfer information from one medium to another

Materials: Student Handout "Graphing Hispanic Population Growth," red and blue pencils or markers, graph paper in millimeters (see attached master for copying) and optional Internet access.

Activity:

Step 1: Students work in pairs for this activity. If using the Internet, students should see the U.S. Census Bureau website document titled "Region of birth of the foreign-born population: 1850 to 1930 and 1960 to 1990" at http://www.census.gov/population/www/documentation/twps0029/tab02.html. If not using the website, students need copy of Table 2 as part of the student handout (see copy below).

Partial copy of Table 2. Region of Birth of the Foreign-Born Population: 1850 to 1930 and 1960 to 1990.

Year	Total	Region of Birth Reported							Region of birth not reported
		Total	Europe	Asia	Africa	Oceania	Latin America	Northern America	
Number									
1990	19,767,316	18,959,158	4,350,403	4,979,037	363,819	104,145	8,407,837	753,917	808,158
1980	14,079,906	13,192,563	5,149,572	2,539,777	199,723	77,577	4,372,487	853,427	887,343
1970	9,619,302	9,303,570	5,740,891	824,887	80,143	41,258	1,803,970	812,421	315,732
1960	9,738,091	9,678,201	7,256,311	490,996	35,355	34,730	908,309	952,500	59,890
1930	14,204,149	14,197,553	11,784,010	275,665	18,326	17,343	791,840	1,310,369	6,596
1920	13,920,692	13,911,767	11,916,048	237,950	16,126	14,626	588,843	1,138,174	8,925
1910	13,515,886	13,506,272	11,810,115	191,484	3,992	11,450	279,514	1,209,717	9,614
1900	10,341,276	10,330,534	8,881,548	120,248	2,538	8,820	137,458	1,179,922	10,742
1890	9,249,547	9,243,535	8,030,347	113,383	2,207	9,353	107,307	980,938	6,012
1880	6,679,943	6,675,875	5,751,823	107,630	2,204	6,859	90,073	717,286	4,068
1870	5,567,229	5,563,637	4,941,049	64,565	2,657	4,028	57,871	493,467	3,592
1860	4,138,697	4,134,809	3,807,062	36,796	526	2,140	38,315	249,970	3,888
1850	2,244,602	2,202,625	2,031,867	1,135	551	588	20,773	147,711	41,977

Step 2: Students create a bar graph comparing the growth of immigration from Latin America to the total U.S. foreign-born population. Color total U.S. foreign-born population red and Latin American immigration blue.

Closure: Students answer questions about the graph aloud with the whole class.

Extension: Students see the U.S. House of Representatives website at **htpp://www.house.gov/** to determine the current number of Hispanic Representatives.

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Graphing Hispanic Population Growth

Student Handout

Step 1: Work with a partner to create a bar graph comparing immigration from Latin America to the total U.S. foreign-born population from 1900 to 1990. Use the U.S. Census Bureau website document titled "Region of birth of the foreign-born population: 1850 to 1930 and 1960 to 1990" at <http://www.census.gov/pop/www/documentation/twps0029/tab02.html>.

Step 2: Mark the following years along the bottom of the graph, 20 millimeters apart: 1900, 1910, 1920, 1930, 1960, 1970, 1980, 1990. Along the side of the graph, mark 10 million through 20 million to count the population. Make the mark for each million 20 millimeters apart. Write the title of the graph, Hispanic Population Growth, along the top.

Step 3: Make the bars for the total U.S. foreign-born population red and bars for the Latin American immigrant population blue. Make each population bar in the graph 10 millimeters wide.

Step 4: Make a key explaining the colors for the bars.

Questions about Hispanic Population Growth

1. When do you see the greatest increase in immigration from Latin America to the U.S.?
2. What happens to the total U.S. foreign-born population from 1900 to 1990?
3. In 1910, where were the largest number of immigrants to the U.S. from originally? (see U.S. Census Bureau Table 2)
4. In 1990, what region sent the largest number of immigrants to the U.S.? (see U.S. Census Bureau Table 2)
5. In 1990, what was the second largest group of immigrants? (see U.S. Census Bureau Table 2)

Extension: U.S. Census numbers are used to determine the correct number of legislators for each state in the U. S. House of Representatives. See the U.S. House of Representatives website at http://www.house.gov/ to determine the current number of Hispanic Representatives. Is this the number you might expect? Why or why not?

Sharecropping: Life on a cotton farm

__Lesson 4__

Mary S. Black

Lesson Overview: Students read a primary source oral history and answer questions.

Objectives:

- to understand economic factors that shaped 20th century Texas
- to analyze the impact of "boom and bust" on cotton farming
- to use primary sources such as interviews
- to analyze primary source material using mathematical skills

Materials: Overhead transparency no. 8; Sharecropping student handout, paper and pencil, calculator (optional)

Activity:

Step 1: Working individually or in pairs, students read sharecropper's oral history.

Step 2: Students answer questions using the oral history information.

Step 3: Briefly discuss the answers.

Transparency Background for Teacher to read aloud:
Picture # 8: This is a map showing the Town of Bastrop and the Osborn Farm around 1920. The farm is located at the bottom of this map (see grey area). The farm houses and barn were located at the north end of the farm and are numbered 1 through 4: No. 1 is where the Tenant Farm House was located, No. 2 is the two-story main house, No. 3 is the barn, and No. 4 is another small farm house.

Closure: If a sharecropper worked 50 hours per week for 50 weeks each year, how much would he earn per hour? Base your response on the answer to question # 9 on the student handout.

Sharecropping: Life on a cotton farm

Student Handout

The Martinez family worked on the Osborn farm from 1917 to 1954 as sharecroppers. In this system of farming, the landowner provides the land, seed, mules and plows (or machinery), while the farmer provides the labor. Money from the sale of the crops was often split 50/50. Sometimes the farmer also had to pay the landowner for supplies as well.

Read what Mr. Martinez says about sharecropping in this oral history interview, then answer the questions.

> "The way my daddy did it, all the time I knew him, from the time I was born until the time he quit—the landlord provided the land, the seed, and the mules and the plows. He (the owner) furnished everything. The only thing you furnished was your work. You and your family got out there and worked for him. I imagine my daddy farmed a good 80 acres, maybe a little more, and by 1940 could count on the assistance of three teen-aged sons.
>
> Like I said, your landlord furnishes everything. You've got a place to live that doesn't cost you anything. You don't have any plumbing, any running water, but whatever it is, you don't pay nothing. When you go to harvesting your crop, you pick a bale of cotton, you put it in the wagon, you bring it to the gin, they'll gin it for you, they'll tell you how much it brought you, you take the check to the landlord, you get half of it. You go out there and harvest your corn, you count, one row for you and one for him. That's all it is, and you don't go by the load. The way my daddy and I used to do it, we'd leave five rows there, that's for him, and I take these other five. See, if those five rows, adjoining your five, if they don't produce as much, if they don't produce more, you don't do anything about it. It's one row for you and one for him."

Questions

1. How much did the Martinez family have to pay each month for their house?

2. How much did they pay for running water or utilities?

3. How much did they get from the sale of the cotton they grew?

4. A bale of cotton weighs 500 pounds. In the early 1900s, cotton sold for $50.00 per bale. How much was this per pound?

5. In some years, one acre of cotton would produce about 1/2 bale of cotton. How many acres of cotton would be needed for 100 bales?

6. Mr. Martinez farmed 80 acres. Sixty acres was planted in cotton, and 20 acres in corn. If one acre produced 1/2 bale of cotton, how many bales might he expect that year?

7. If each bale sold for $50.00, how much was the total sale from 60 acres (1/2 bale per acre)?

8. How much did Mr. Martinez get from the total sale of the cotton?

9. Often the landowner also advanced the farmer $20.00 per month for food and clothing for the family for the year. The sharecropper had to pay this amount back to the landowner after the sale of the cotton each year. How much money did the farmer have remaining each year after he paid his debts?

Living in a Farm House

__Lesson 5__

Mary S. Black

Lesson Overview: Students analyze life on the farm by examining the tenant farm house on the Osborn farm. This house is typical of tenant farmers throughout the Cotton Belt.

Background: Many rural areas of Texas had no electricity until the 1930s when the program for rural electrification was initiated. The Osborn tenant farm house continued without electricity, however, through 1954, perhaps due to the low economic status of the occupants. Very few people lack electricity today in Texas.

Objectives:

- to analyze the effect of "boom and bust" economy on tenant cotton farmers
- to identify ways people adapt to the environment and analyze consequences of those modifications
- to understand factors causing change from an agrarian to an urban society
- to compare types and uses of technology past and present
- to transfer information from one medium to another
- to use a cooperative problem-solving process to implement and evaluate a solution

Materials: Overhead transparencies no.'s 9 & 10; Living in a farm house student handout, plastic drinking straws, tape, scissors, scratch paper and pencil

Activity:

Step 1: Using the drawings of the outside of the farm house as a guide, students work together in groups of four to build a model of the house out of drinking straws and tape. Set a time limit of about 10 to 15 minutes for this step of the activity.

Step 2: Students observe other groups' models while seated at desks.

Step 3: Students vote on four categories: the strongest model, the most accurate model, the most creative model, and the model mostly likely to blow away.

Step 4: Each student answers the questions on the student handout individually on scratch paper.

Step 5: Briefly discuss answers to the questions. Who could list the most items in question 12? Did anyone get more than 20? More than 40?

Transparency Background for Teacher to read aloud:
Picture # 9: This is a computer-generated, three dimensional image of the farm house, that was recreated using old photos, field drawings, and oral narratives.

Picture # 10: This is a plan of the house, which was also recreated using field drawings and oral narratives.

Closure: Why do students think the house had no electricity from 1910 to 1930? Why did it continue to have no electricity from 1930 to 1954? Are there any farm houses in the United States today that do not have electricity? How about in the rest of the world? What difference does electricity make in daily life?

Living in a Farm House

Student Handout

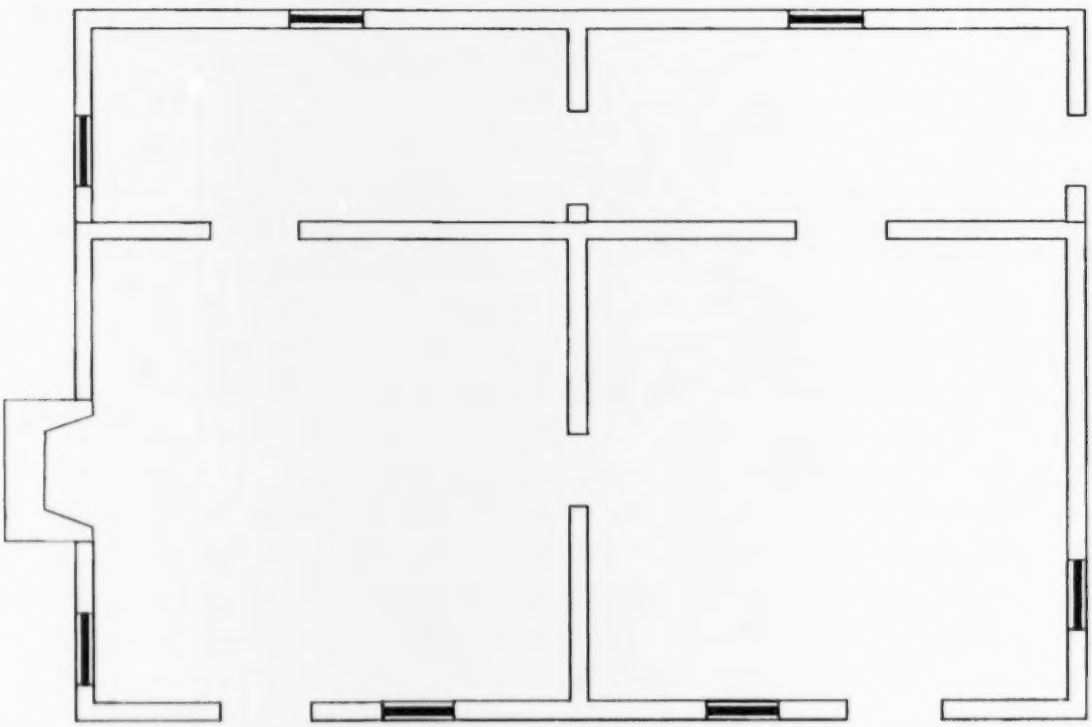
Step 1: Work together in groups of four to build a model of the Osborn tenant farm house using drinking straws and tape. Use the drawings of the farm house to plan your model. You will only have a few minutes to complete this, so working cooperatively is important.

Step 2: Answer the following questions individually on scratch paper. Look at the drawings of the farm house to find the answers.

Questions about the farm house

1. List all the rooms of the Osborn tenant farm house.
2. Which room was the fireplace in?
3. Which rooms were added later?
4. How many doors did the house have?
5. How many windows? What about the dining room?
6. Which bedroom would you choose for your room? Why?
7. Use the scale of feet on the Plan View of the house. What was the approximate size of the dining room?
8. What was the approximate size of each bedroom?
9. This house did not have electricity or indoor plumbing. How do you think they had light at night?
10. Where do you think the family got water for the kitchen?
11. What kind of kitchen stove do you think the family might have had?
12. List as many things as you can in your home today that use electricity.

Plan View of the Osborn Tenant House



Playing Marbles

__Lesson 6__

Mary S. Black

Lesson Overview: Students practice sequencing and writing skills while learning about the game of marbles.

Background: Archeologists found many artifacts at the Osborn farm during their investigation of the old house. The only artifacts that might be specifically connected to children were nine marbles. Marbles games were popular with children for many years in the early 20th century. Many children lived at the farm during the years sharecroppers worked the Osborn land, so perhaps they liked to play marbles when they had finished their chores.

Materials: Playing marbles student handout, paper and pencil, colored markers, tape, optional Internet access and approximately 100 marbles (optional).

Objectives:

- to analyze information by sequencing
- to use standard grammar, spelling, sentence structure and punctuation
- to transfer information from one medium to another
- to make an oral presentation

Activity:

Step 1: Working with a partner, students see "How to Play Marbles" at http://www.landofmarbles.com/marbles-play.html (or read the print-out).

Step 2: Students read how to play the game of Ringer and observe the illustrations. Students then read "more marble games".

Step 3: Students write out and illustrate each step in one of the other marble games (not Ringer). Students number each step in order.

Step 4: Students tape their illustrations and written directions for the games around the room.

Step 5: (This step could occur the second day) Students work in pairs to answer questions on student handout by walking around the room and observing the instructions for all the marble games.

Step 6: Groups of four teach each other and play one marble game. Each group will need about 20 marbles. Generally one or two students in each group will understand at least one game well enough on the second day to teach the rules to the others. Limit time for this step to about 10-15 minutes.

Closure: Students list the steps in one marble game individually using paper and pencil.

Extension: Students working in groups of four write a two-to-five page game manual about marbles.

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How to Play Marbles

"Please feel free to print out, copy and distribute this information, I ask only that LandOfMarbles.com be identified as the source!"

These diagrams have been drawn to illustrate different points of play in the game of "Ringer" as they might occur during the course of a regular game. More marble games are listed below.

Most boys and girls understand Ringer the first time it is explained, but to make it easier these drawings have been made by an artist to show the most common plays, such as frequently occur in championship games.

In studying these diagrams imagine that two boys are going to play a game. To determine who shall play first each boy lags with his shooter.

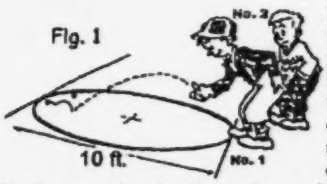

FIG. 1: To start a game of Ringer the boys lag from a line, drawn tangent to the ring, to a parallel line across the ring, which would be 10 feet away. The boy whose shooter comes nearest the line has the first shot. Players must lag before each game. Practice lagging, as the first shot may mean the winning of the game before your opponent gets a shot. In lagging, a boy may toss his shooter to the other line, or he may knuckle down and shoot it.

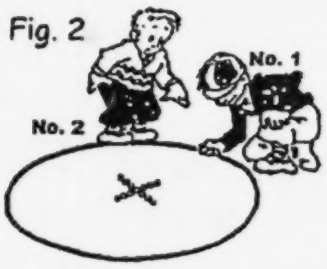

FIG. 2: This shows boy No.1 who won the lag, preparing to knuckle down. His knuckle has not quite reached the ground, which is necessary before shooting. He can take any position about the ring he chooses. Notice how the 13 marbles in the ring are arranged at the start of the game.

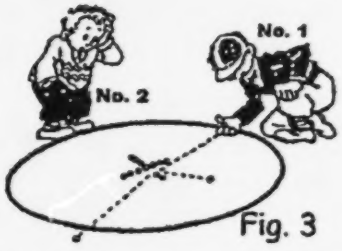

FIG. 3: Boy No.1 knocks a marble from the ring on his first shot and his shooter stays in the ring. He picks up the marble. As he has knocked one from the ring, he is entitled to another try. Players are not permitted to walk inside the ring unless their shooter comes to a stop inside the ring. Penalty is a fine of one marble.

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FIG. 4. Here we see boy No. 1 continuing play. He "knuckles down" inside the ring where his shooter stopped on the last shot. This gives him the advantage of being nearer to the big group of marbles in the center of the ring for his next shot. Expert marble shots try to hit a marble, knock it out of ring and make their shooter "stick" in the spot.

FIG 5. On this play, No.1 hit a marble, but did not knock it from the ring. At the same time his shooter, too, stays inside the ring. He can not pick up the marble, neither is he allowed to pick up his shooter. He must leave the shooter there until the other boy has played.

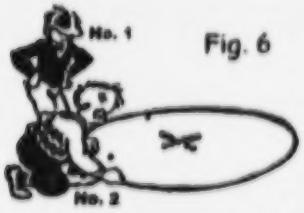

FIG. 6. Boy No. 2 may start by "knuckling down" anywhere at the ring edge. In this case he may shoot at the 11 marbles in the center or if he wishes, he may go to the other side and try for No.1's shooter or the marble that No.1 almost knocked from the ring.

FIG. 7. Boy No.2 chooses to try for No. 1 boy's shooter and knocks it out of ring, winning all the marbles No.1 has taken and putting No.1 out of that game. Or he could shoot as shown in Fig. 8.

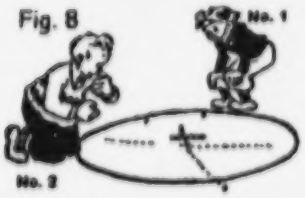

FIG. 8. Boy No.2 hits a marble but does not knock it out of the ring yet his shooter goes thru the ring and stops outside. The marble remains where it stopped in the ring, and as No.2 did not score, it is now the turn of No.1 to shoot again.

FIG. 9. No. 1 "knuckles down" inside the ring where his shooter stopped (Fig. 5). He is going to shoot at the marble nearest his shooter. By hitting it at the proper angle and knocking it from the ring he can get his shooter near the center of the ring for his next shot.

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Playing Marbles

Student Handout

Background: Archeologists found nine marbles at the Osborn farm. Marbles were used to play very popular games during the early 20th century. Perhaps the Mexican American children who lived at the farm played games with these marbles long ago.

Work with a partner to answer these questions. Quietly walk around the room to look at the diagrams of various marbles games on the walls. You may answer the questions in any order you wish.

Questions

1. What is the second step in Boss Out?
2. What is the last step of Bun-Hole?
3. How many points are needed to win Hundreds?
4. How is Nine Holes similar to miniature golf?
5. What is the third step of Cherry Pit?
6. How do players win marbles in Bun-Hole?
7. What equipment is needed for Bridgeboard?
8. Ring Taw is the reverse of what game?
9. Why do you think the numbers for the arches are out of order in Bridgeboard?
10. How does a player buy back his or her shooter in Cherry Pit?

Now sit down and answer these questions about yourself.

1. Have you ever played marbles?
2. What is your favorite game?
3. Can you carry your favorite game in your pocket?
4. What equipment does your favorite game require?

Appendix A

Transparencies 1-10

Number 1. Weeding Cotton

No. 1 - Man hoeing cotton near El Paso, Texas, along U.S. 80.
(Texas Highway Department, Institute of Texan Cultures, The University of Texas at San Antonio, Number 75 963)

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Number 2. Mule-drawn Plow

No. 2 - Elot Gustafson plowing behind four mules
(Postcard photo by Jordan Photo, Austin TX, Institute of Texan Cultures, The University of Texas at San Antonio, Number 86 176.)

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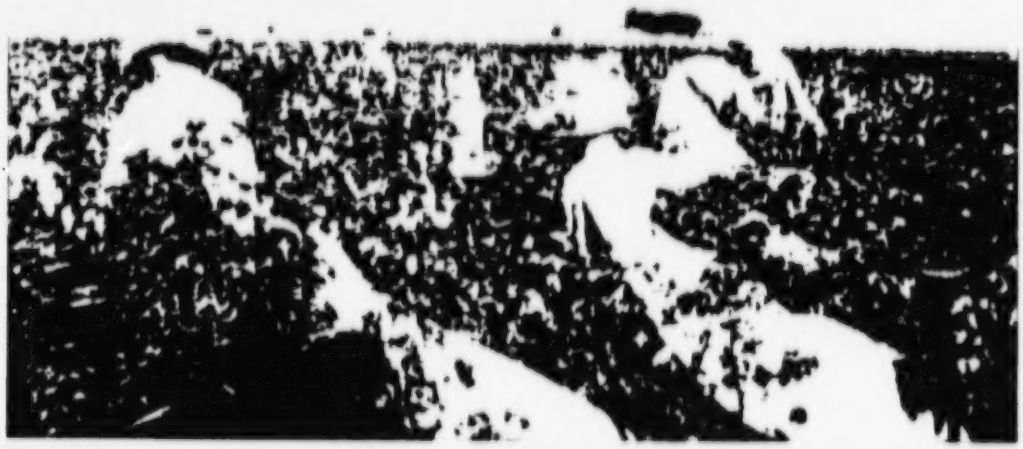
Number 3. Picking Cotton



No. 3 Picking cotton on Pavliska farm near Granger, Texas.
(Courtesy of Jane B. Pavliska Paddy, Institute of Texan Cultures
The University of Texas at San Antonio, Number 98-56.)

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Number 4. Cotton wagons on their way to the cotton yard

No. 4 - Cotton wagons turning off Main Street on to First Street on trip from gin to cotton yard, Elgin, Texas.
(Courtesy Lee Fochtman, Institute of Texan Cultures, The University of Texas at San Antonio. Number 76-963.)

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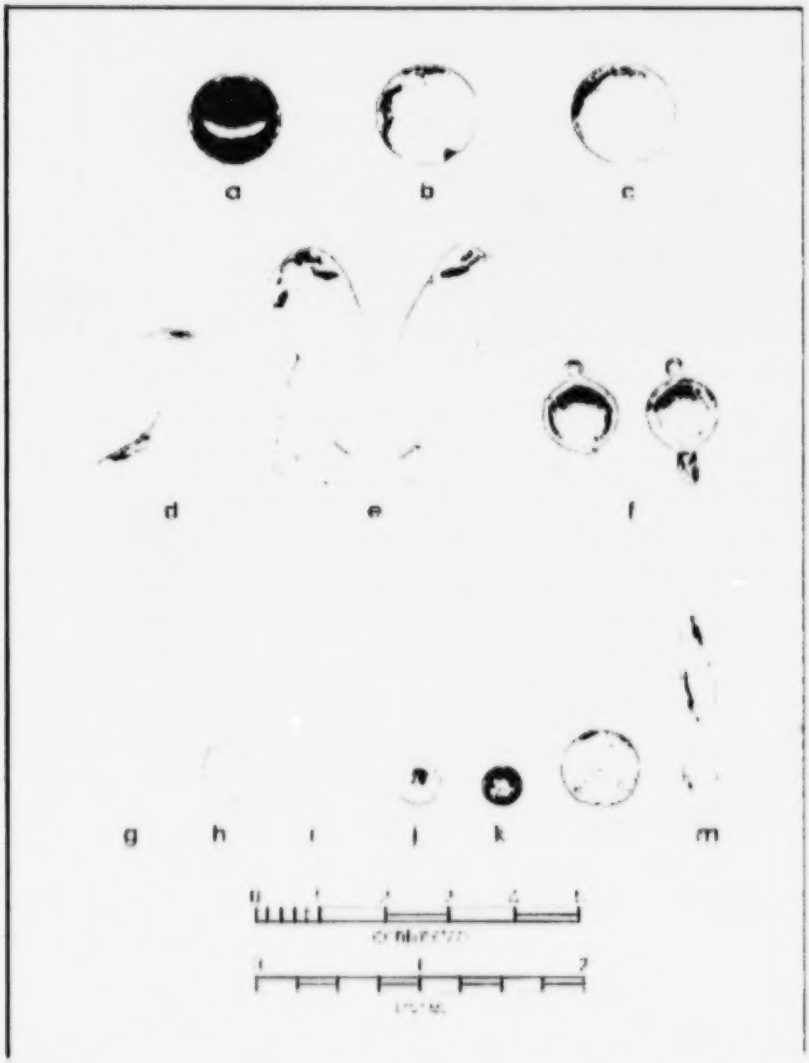
Number 5. Sample of Activity and Personal Items



No. 5 - Recovered Artifacts - sample of activity and personal items.

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Number 6. Archaeologists at work

No. 6 - Archaeologists of the University of Texas at San Antonio, Center for Archaeological Research, working at McAllister Park, San Antonio, Texas (1999).

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Number 7. Map of Texas and Mexico

No. 7 - Map of Texas and Northern Mexico

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Number 8. Town of Bastrop and Osborn Farm around 1920

No. 8 - Map of Town of Bastrop and Osborn Farm around 1920.

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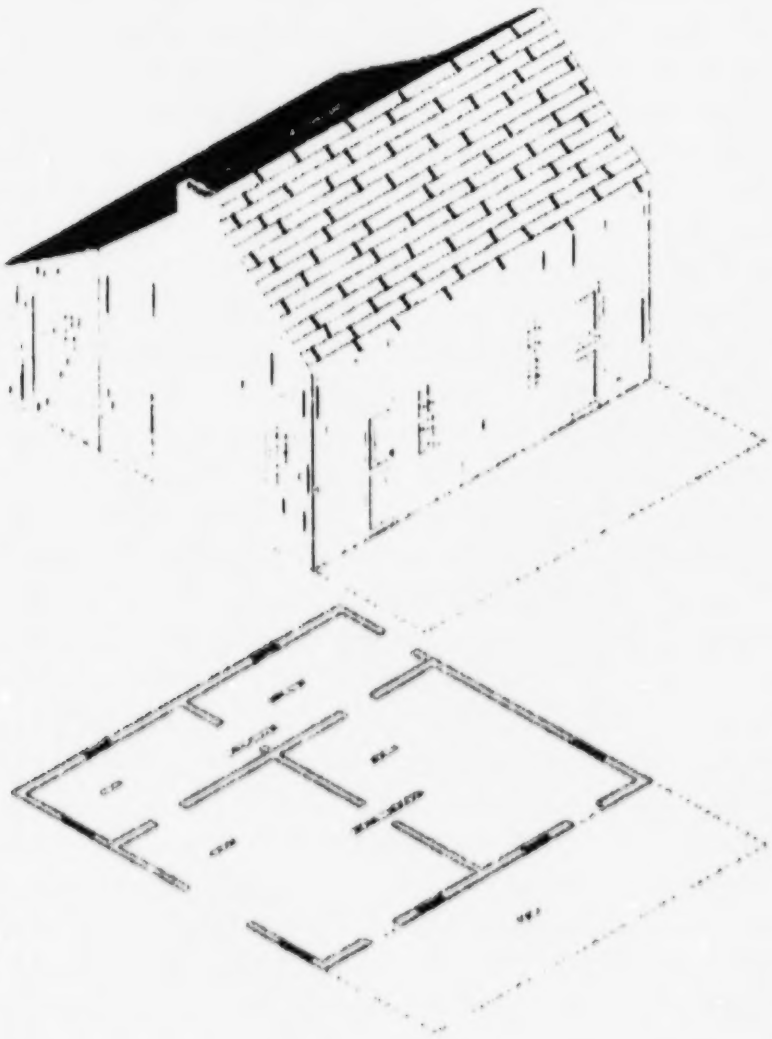
Number 9. Computer-generated image of farm house



No. 9 - Computer-generated image of farm house; based on photos, field drawings, and oral narratives

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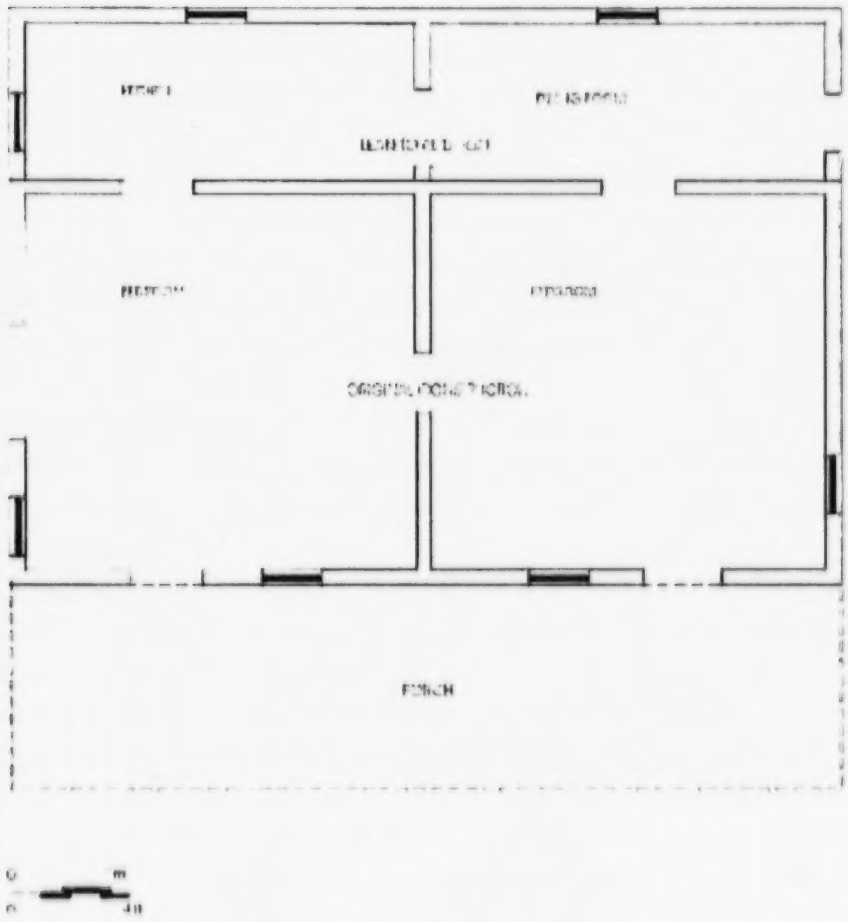
Number 10. Plan view of the farm house



No. 10 Plan view of house; based on field drawings and old narratives.

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Appendix B

Spanish Translations

by Haydeé Rodríguez, Ph.D.

Activities for Lesson Plans 2-6

Trazando la Inmigración de México a Texas

[Lesson Plan #2]

Actividades

1. Trabaja individualmente para completar éste mapa usando lápices o marcadores de colores.
2. Delinea Texas y México en negro.
3. Colorea el Río Grande azul.
4. Dibuja una estrella roja en la Ciudad de México y en Austin para indicar las capitales.
5. Usa puntos negros para indicar a Monterrey, Tampico, Guadalajara, Durango, Chihuahua, Nuevo Laredo, San Antonio y Bastrop.
6. Dibuja una línea castaña con pequeñas marcas interrumpidas para representar el ferrocarril de la ciudad de México a Nuevo Laredo y hasta San Antonio.
7. Usa castaño o púrpura para dibujar una línea de montañas de la Ciudad de México a Monterrey.
8. También dibuja montañas de la Ciudad de México a través de Guadalajara y al oeste de Chihuahua.
9. Usa verde para dibujar varios nopales en el noroeste de México al oeste de Chihuahua.
10. Dibuja una pequeña palma cerca de Tampico usando verde y castaño.
11. Dibuja una pequeña cápsula de algodón al este de Bastrop.
12. Dibuja una flecha grande en azul de la Ciudad de México hacia el norte para Nuevo Laredo, y hasta San Antonio y por último Bastrop. Ésta flecha representa una ruta común de inmigración de México a Texas durante la Revolución Mexicana del 1910-1920.
13. Dibuja una flecha grande en rojo de Guadalajara hacia el norte a través de Durango y Chihuahua y hacia los Estados Unidos en el oeste de Texas. Ésta flecha también representa una ruta de inmigración a los Estados Unidos que se usaba mucho.

14. Dibuja otra flecha roja de Guadalajara, noreste hacia Nuevo Laredo, hasta San Antonio y Bastrop. Ésta es una tercera ruta común de inmigración.

15. Haz una clave para el mapa.

16. Escribe el título "Inmigración de México a Texas" a la cabeza del papel en negro.

Construyendo una Gráfica del Crecimiento de la Población Hispana

[Lesson Plan #3]

Actividades

Paso 1: Trabaja con un compañero para crear una gráfica de barras comparando la inmigración de la América Latina al total de la población de extranjeros de nacimiento del 1900 hasta el 1990. Usa el documento titulado "Region of Birth of the foreign-born population:1850 to 1930 and 1960 to 1990" en el local en la red del Departamento del Censo de Estados Unidos en:

http://www.census.gov/pop/www/documentation/twps0029/tab02.html.

Paso 2: Marca los siguientes años al pie de la gráfica, 20 milímetros aparte: 1990, 1910, 1920, 1930, 1960, 1970, 1980, 1990. A lo largo de la gráfica, marca diez millones hasta veinte millones para contar la población. Haz la marca para cada millón 20 milímetros aparte. Escribe el título de la gráfica, Crecimiento de la Población Hispana, a la cabeza de la página.

Paso 3: Haz las barras para el total de la población de extranjeros de nacimiento en los Estados Unidos rojas y las barras para la población de inmigrantes de Latino-América azul. Haz cada barra en la gráfica 10 milímetros de ancho.

Paso 4: Haz una clave explicando los colores de las barras.

Preguntas acerca del Crecimiento de la Población Hispana

1. ¿Cuándo ves el crecimiento más grande en la inmigración de Latino-América a los Estados Unidos?

2. ¿Qué sucede con la población de extranjeros de nacimiento en Estados Unidos del 1900 al 1990?

3. En el 1910, ¿de dónde era el número mayor de inmigrantes originalmente? (usa la Tabla 2 del Departamento del Censo de los Estados Unidos)

4. En el 1990, ¿que región envió el número mayor de inmigrantes a los Estados Unidos? (usa la Tabla 2 del Departamento del Censo de los Estados Unidos)

5. En el 1990, ¿cuál fue el segundo grupo mayor de inmigrantes? (usa la Tabla 2 del Departamento del Censo de los Estados Unidos)

Extensión: Los números del censo en Estados Unidos se usan para determinar el número correcto de legisladores para cada estado en la Cámara de Representantes. Visita el local en la red para la Cámara de Representantes en http://www.house.gov para determinar el número corriente de Representantes Hispanos. ¿Es éste número lo que esperabas? ¿Porqué o porqué no?

Parcelas: Vida en una plantación de algodón

[Lesson Plan #4]

Actividades

La familia Martínez trabajó en la plantación Osborn del 1917 hasta el 1954 como aparceros. En este sistema agrícola, el dueño de la tierra, o el patrón, provee la tierra, la semilla, las mulas y el arado, mientras que el agricultor provee su labor. El dinero de la venta de las cosechas usualmente se dividía 50/50. Algunas veces el agricultor le tenía que pagar al patrón por otras provisiones.

Lee lo que el Señor Martínez dijo en una entrevista como parte de una historia oral y luego contesta las preguntas.

> "De la forma en que mi papá lo hizo, todo el tiempo que lo conocí, desde que nací hasta que se retiró—el patrón proveía la tierra, la semilla, las mulas y el arado. Él (el dueño) lo proveía todo. La única cosa que uno contribuía era la labor. Uno y su familia se iba al terreno y trabajaba para él. Yo me imagino que mi papá cosechaba como unos 80 acres, quizás un poco más, y en el año 1940 podía contar con la ayuda de tres hijos adolescentes.
>
> Como dije, el patrón lo proveía todo. Uno tenía un lugar para vivir que no le costaba nada. Uno no tenía plomería o agua corriente, pero lo que fuese no importaba porque no costaba nada. Cuando llegaba el tiempo de recoger la cosecha, uno recogía una bala de algodón, la ponía en la carreta, la llevaba a la desmotadora de algodón , allí la desmotaban y le decían a uno cuanto había rendido, y le daban un cheque para llevarle al patrón, y uno recibía la mitad. Eso era todo, no se consideraba la carga. De la forma que mi papá y yo lo hacíamos, teníamos cinco hileras allá para él, y yo tomaba éstas cinco. Así si esas cinco colindando con tus cinco, si no producían mucho, si producían más, no tenías que hacer nada. Era una hilera para ti y una hilera para él."

Preguntas

1. ¿Cuánto tenía que pagar la familia Martínez por su casa?

2. ¿Cuánto tenían que pagar por el agua corriente y otras utilidades?

3. ¿Cuánto se ganaban de la venta del algodón que cosechaban?

4. Una bala de algodón pesa quinientas (500) libras. Al principio del 1900, el algodón se vendía a $50.00 por bala. ¿Cuánto era esto por libra?

5. En algunos años, un acre de algodón podía producir como 1/2 bala de algodón. ¿Cuántos acres de algodón se necesitaban para cien (100) balas?

6. El Señor Martínez cosechó 80 acres. Sesenta acres se plantaron con algodón, y veinte acres en maíz. Si un acre producía 1/2 bala de algodón, ¿cuántas balas podía esperar ese año?

7. Si cada bala se vendía por $50.00, ¿cuánto era el total de una venta de 60 acres (1/2 bala por acre)?

8. ¿Cuánto recibía el Señor Martínez de la venta total del algodón?

9. Muchas veces el patrón le avanzaba al agricultor $20.00 por mes para comida y ropa de la familia durante el año. El parcelero tenía que pagar esta cantidad al patrón luego de la venta del algodón cada año. ¿Cuánto dinero le quedaba al agricultor cada año después de pagar sus deudas?

Vida en una casa arrendada

[Lesson Plan #5]

Actividades

Paso 1: Trabaja en un grupo de cuatro para construir un modelo de la casa arrendada en la plantación Osborn usando pajas y cinta adhesiva. Usando los dibujos de la casa en la plantación, planea tu modelo Tienes solamente unos minutos para completar el modelo. Es importante que trabajes cooperativamente.

Paso 2: Contesta las preguntas siguientes individualmente en papel de apuntes. Para encontrar las contestaciones utiliza los dibujos de la casa arrendada.

Preguntas acerca de la casa arrendada

1. Enumera las habitaciones de la casa arrendada en la plantación Osborn.
2. ¿En qué habitación se encontraba la chimenea?
3. ¿Qué habitaciones se agregaron mas tarde?
4. ¿Cuántas puertas tenía la casa?
5. ¿Cuántas ventanas tenía la casa? ¿Qué puedes decir del comedor?
6. ¿Qué alcoba escogerías para ti? ¿Porqué?
7. Usa la escala de pies en la Vista de la Planificación de la casa. ¿Cuál era el tamaño aproximado del comedor?
8. ¿Cuál era el tamaño aproximado de cada alcoba?
9. Ésta casa no tenía electricidad ni plomería. ¿Cómo piensas que tenían luz en las noches?
10. ¿Dónde crees que la familia obtenía agua para la cocina?
11. ¿Qué tipo de estufa piensas que tenía la familia?
12. Enumera todas las cosas que utilizan electricidad en tu casa.

Jugando Canicas

[Lesson Plan #6]

Actividades

Antecedentes: Los arqueólogos encontraron nueve canicas en la plantación Osborn. Las canicas se usaban para jugar juegos muy populares al principio del siglo XX. Quizás hace mucho tiempo atrás los niños Chicanos que vivían en la plantación jugaban estos juegos de canicas.

Trabaja con un compañero para contestar éstas preguntas. Camina alrededor del salón calladamente mirando los diagramas de los varios juegos de canicas que se encuentran en las paredes.

Preguntas

1. ¿Cuál es el segundo paso del juego "Boss Out"?
2. ¿Cuál es el último paso del juego "Bun-Hole"?
3. ¿Cuántos puntos se necesitan para ganar en "Hundreds"?
4. ¿Cómo se parece el juego "Nine Holes" a un juego de golf en miniatura?
5. ¿Cuál es el tercer paso en el juego "Cherry Pit"?
6. ¿Cómo ganan canicas los jugadores en el juego "Bun-Hole"?
7. ¿Qué equipo se necesita para jugar "Bridgeboard"?
8. ¿De cuál juego es "Ring Taw" un juego contrario?
9. ¿Porqué piensas que en el juego "Bridgeboard" los números para los arcos están fuera de orden?
10. ¿Cómo compra para atrás un jugador a su tirador en el juego "Cherry Pit"?

Ahora toma tu asiento y contesta éstas preguntas acerca de ti.

1. ¿Has jugado canicas alguna vez?
2. ¿Cuál es tu juego favorito?
3. ¿Puedes llevar tu juego favorito en un bolsillo?
4. ¿Qué equipo requiere tu juego favorito?

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